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ABSTRACT

This report assesses the first year of a school achievement program in Lowell, Massachusetts (Lowell Achievement Program, LAP). The program targeted seventh and eighth grade students who were at risk for dropping out of school. The main goals of the program were to identify these students and to stimulate them to participate in their own learning process so that they would have a better chance to realize their potential. This was to be accomplished by offering remedial instruction, establishing a drop-in center, and providing Saturday and weekend experiences for the students. These students were compared to a control group of students who were not in the program. The findings of the evaluation were the following: (1) students who completed the program were more likely to be minorities than control group students; (2) absenteeism decreased among program students; (3) student attitudes and the number of suspensions among program students showed no difference; and (4) reading scores were improved by the program. More program development and outreach by the staff are recommended. Appendices include questionnaires and interview forms for students and LAP teachers, and the Wisconsin Youth Survey. (VM)

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EVALUATOR'S REPORT

on

THE LOWELL ACHIEVEMENT PROGRAM
1986 - 1987

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August 1987

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PREFACE

This report assesses the first year of the Lowell Achievement Program. The central question addressed is: "How much progress was made in meeting Program objectives?" Several indicators of progress were investigated: absences, suspensions, attitudes toward teachers and school, and academic performance. If the program was attaining success, we would expect more favorable and desirable results on these indicators.

In order to evaluate a program such as LAP, a comparable "control" group must be established. For this purpose information was gathered from all non-participants registered at the target school.

This report was made possible through the cooperation and assistance of Ms. Lisa Bryant (Principal of the Bartlett School), LAP teachers and tutors, and seventh and eighth grade teachers and students at the Bartlett School. They provided documentary information, responded to interviews and surveys, and shared their perceptions and opinions with the LAP Evaluator.

The report is divided into five major sections. First the origins of the Program are detailed. Second, measures and methods of evaluation are described. Third, the characteristics and participation of Program members are assessed. Fourth, the results dealing with program effectiveness are presented. Finally, conclusions and implications are noted.

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I. ORIGINS OF THE LOWELL ACHIEVEMENT PROGRAM

School Dropouts: A National Problem

Educational reform and academic excellence have become the bywords of the 1980's. As national and regional policy makers implement more comprehensive and demanding standards of academic achievement, one can ask what will happen to so called marginal students. Will they have the necessary classroom opportunities and learning experiences to successfully meet or surpass the proposed standards? Or, will they join the rising number of young people who withdraw before high school graduation? If the latter result occurs, recent efforts toward educational reform will have exacerbated the already serious school dropout problem.

Many urban high schools have experienced dropout rates of 40 to 50 percent (Ford Foundation Letter, 1984). Many of these early leavers belong to a racial or ethnic minority. For example, the National Commission on Secondary Education for Hispanics (1984;1,23) reported that dropout rates among Hispanic high school students reached 80% in New York City, 70% in Chicago, and 50% in Los Angeles.

Such high rates are a personal and national tragedy. On a personal level individuals without a high school diploma are twice as likely as graduates to be unemployed (Bachman, O'Malley, and Johnston 1978). For the nation, this means a major impediment to economic growth. The President's Commission on Industrial Competitiveness noted that blacks and Hispanics are 'the fastest-growing segment of the young worker population' and are 'the most likely to drop out of school and enter the workforce without critical basic skills' (Education Week, March 13, 1985: 14).

School Dropouts: The Lowell Public Schools

Deeply concerned about the disappearance of many migrant students, the Headmaster of Lowell High School sought to improve methods of identifying and helping students "at risk" of dropping out. To aid him in this effort, the University of Lowell Center for Field Services and Studies initiated a long-term commitment to deal with the dropout problem. The Center conducted an extensive research review of the causes, correlates and consequences of school withdrawal. Successful intervention programs were identified and, wherever possible, their directors were contacted for updated information. Lowell secondary school principals were personally interviewed and asked for their appraisal of the dropout problem.

The above information was presented on March 7, 1985 to a newly-established Dropout Prevention Study Team. This group represented schools, adult education, University of Lowell,

community agencies, (e.g. YMCA and Lowell Girls Club), the District Court, Department of Social Services and others closely involved with the dropout problem. Study group members offered critical assessment and input. In effect, they helped to focus a needs assessment.

One clear need was the development of accurate information about the pervasiveness of the problem. The Center, with the cooperation and assistance of the Headmaster of Lowell High School, analysed the 1981-85 enrollment-withdrawal records of the class of 1985. This longitudinal study showed that approximately 50% of entering 1981 Freshmen (N=835) had graduated by September 1985. About 20% transferred to another high school and 30% withdrew before graduation. These figures were obtained after a lengthy process of researching the 1982-85 student files. Several difficulties in tracking students were identified and presented to a meeting of the Dropout Prevention Study Group on October 29, 1985. During this meeting, participants explored the social, emotional and academic needs of potential dropouts. Subsequent written memoranda provided important elaboration.

The Study Group also discussed dropout prevention funding opportunities provided under the Commonwealth of Massachusetts Educational Reform Act, known as Chapter 188. The State Board of Education was instructed to solicit proposals for dropout prevention programs for students in grades seven to twelve.

Over the ensuing months, a consensus emerged from discussions among Lowell school administrators and teachers, University of Lowell Center for Field Services and Studies staff, and members of the Study Group. Early identification of and intervention with potential dropouts were necessary. The Headmaster of Lowell High School pointed to the numbers of eligible students, especially expected ninth graders, who failed to register at the high school. Several eighth grade teachers expressed concern about their average, failing, and excessively absent pupils. Many leave school at age 16, before finishing the eighth grade and are never counted as dropouts.

The Lowell Achievement Program (LAP) represents one response of the citizens of Lowell and its public school system to the urgent needs of marginal "at risk" students.[1] The LAP proposal received the endorsement of the Lowell Dropout Prevention Advisory Council (a successor to the Study Group which was formally approved and established by the Lowell School Committee on December 2, 1985).This Council included three Hispanics (a parent, a student and a businessman), one Black woman from in education, one Southeast Asian social service administrator, school administrators, and teachers (from a target school).

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[1] As discussed below, the Lowell Achievement Program is designed to meet the distinctive needs of a target population. Other programs (meeting other needs or populations) exist in Lowell.

The program itself was an adaptation of successful dropout intervention with Lawrence High School students. A description of LAP, its central objectives, target population, activities, and setting follows.

The Lowell Achievement Program (LAP)

Objectives and Activities

The proposal to the State Department of Education listed the following as the central LAP objectives:

> 'The goal of this pilot program is to identify high-risk students, stimulate them to participate in their own learning process and help them reach their personal, physical and educational potential. With the assistance of caring adult role models, the pilot program will inspire these students to begin to formulate realistic goals and the means of attaining them. In effect, students will have "a stake" in continuing their education through-at least-high school. As a result of this program, participants will be motivated to go to class and complete their secondary education. Thus, they will not become a dropout statistic.'

Successful implementation of these goals depends upon the highly positive expectations, dedication, and the caring responsiveness of qualified staff. Ultimately, the high school graduation of "at-risk" LAP members will prove whether the program met its objectives. Consequently, this report should be viewed as an interim evaluation.

Target Population

The target population consists of seventh and eighth grade students enrolled in the Lowell Public Schools. Unlike many dropout programs, LAP includes academically able and motivated boys and girls. Prior experience with the Lawrence students showed that the inclusion of non-risk students is beneficial, particularly for building mutual respect and caring among participants. As a result, a variety of student role models are present and the program does not become a "dumping ground" for "problem" youth.

Ideally, one half of the program's participants are identified as being "at risk" of dropping out. The remainder are average or above-average pupils. Later, the report will assess LAP's success in attaining this ideal.

During the 1986-87 schoolyear, the program was designed for 60 seventh and eighth graders attending one junior high school in Lowell. Plans for the upcoming year call for two schools and a total of 100 pupils.

Activities and Setting

The Lowell Achievement Program offers remedial and enrichment learning experiences in language arts, mathematics, and computer skills. These activities occur during alternate Saturdays at the University of Lowell (South Campus). The schedule for 1986-87 is located in Appendix I-A.

A detailed breakdown of LAP activities may be found in section G of the FY 1987 proposal (Also, see section J of FY 1988 proposal). What should be underlined here is that participants voluntarily give up their Saturday mornings to remediate or enrich their knowledge of the basics, including computer skills. LAP classes are small with one teacher and one tutor for every ten or eleven students.

An Educational Coordinator makes the necessary arrangments for classes, transportation, lunch, etc. Her prior experience working with "at-risk" pupils, particularly in a Lowell public school, is important for the structuring of classes and placement of students. Also, she is available Saturdays to deal with unforeseen problems when they arise.

To reinforce and develop the Saturday experiences, the tutors will be available in target schools in order to assist classroom teachers. As will be discussed later, this was not done in 1986-87 but will occur during FY 1988. Moreover, this coming academic year a "Drop-in Center" will be operating during school vacations (six days total) and located in a target school so that students can extend their LAP and classroom experiences.

An outward bound weekend in October, a follow-up weekend in February and two Saturday field trips are designed to build some social bonds among children of different social, economic and racial backgrounds. These events offer many opportunities for LAP teachers, tutors and pupils to develop mutual respect and genuine concern about each other's welfare.

A LAP counselor is employed (part-time in 1986-87 and full-time in 1987-88) in the schools to meet individually with participants, to test them whenever necessary, and to help them formulate and work toward their individual, educational, and occupational goals. Working with the Educational Coordinator, she organizes a series of career workshops and a Career-Culture Day (for LAP Saturdays). The latter event brings students in contact with culturally diverse role models who share their personal, career, and educational experiences.

As a full-time member of the school system she will have more time to have individual conferences with pupils and, where appropriate, to reach out to students' parents. This may mean parent-counselor conferences at school or in pupils' homes.

The assessment of LAP goals and activities take several forms which are discussed in the next section of this report.

II. PROGRAM EVALUATION: MEASURES AND DATA SOURCES

Rationale for Measures of Program Effectiveness

The ultimate measure of program effectiveness is the rate of high school graduation among "at-risk" participants compared with the rate among non-participants. In effect, the program should reduce the dropout rate.

At this point in time, we can assess the likelihood of that occuring. The educational literature has clearly identified several factors which predispose students to leave school. Specifically, future dropouts will show:

- high number of absences
- suspensions for disruptive or delinquent behavior
- hostile attitudes toward school and teachers
- low academic achievement

In its objectives and activities, LAP addresses such precipitators of dropping out. During the Saturday sessions teachers work individually and in small groups with students. The curriculum and instruction should motivate pupils to improve their academic performance and give them the skills to do it. The collaborative structure of camp experiences, field trips, career days and learning sessions should inculcate positive attitudes toward teachers and school. If both the academic and attitudinal objectives are reached, we would expect a decline in the rates of absences and suspensions among "at-risk" individuals.

We turn now to the measures used to identify high-risk students and to assess their progress during 1986-87.

Measures

Data on pupil attendance in 1985-86 and pupil date of birth were used to identify "at-risk" students. Seventh and eighth grade students attending a target school (i.e., the Bartlett School in 1986-87) and having absences in excess of 20 in 1985-86 or an

age of at least one year above normal for the grade were considered to be "at-risk." September first was the cut-off date for date of birth. For example, seventh graders born before September 1, 1973 (i.e., beginning school at or above 13 years of age) belonged to the target population.

"At-risk" student applicants to LAP were given priority in acceptance to the program.

As previously noted, LAP also recruits able, motivated, "not-at-risk" boys and girls. Approximately 30 of these individuals could be accomodated during 1986-87. Where necessary, random numbers were used to select participants from this applicant pool.

Attendance

Monthly attendance reports to the Commonwealth give the number of absences for each pupil. Year-to-date figures through May 31, 1987 (i.e. 165 school days) were collected for all 7th and 8th grade students at the Bartlett.[1] Analyses of prior monthly reports were shared with the Educational Coordinator and counselor.

Such data could be compared with the 1985-86 data for students attending this school during the prior year. Year-to-date records for 1985-86 were examined and pertinent information entered on file.

Suspensions

The suspension notebook of the Assistant Principal listed, for each school day, the names of those given in-house and out-of-house suspensions. The evaluator collected this information and identified grade and homeroom of the transgressors. Later, the number of suspensions for each pupil was computed first for September-December 1986 and then for January-June 1987.

A decline in LAP members' suspensions, especially among "at-risk" pupils, would indicate progress. In addition, the data provided a baseline for measurement during 1987-88.

Pupil Attitudes

A pre-test and post-test attitudinal survey was administered during mid-October 1986 and mid-May 1987. Questions for the survey were developed by the National Center on Effective Secondary Schools at the University of Wisconsin (Madison). The Center's overview of the survey and a copy of the instrument are located in Appendix II-A.

The evaluator thanks the Center for permission to use its survey. He also appreciates the availability of the Wisconsin previously-tested attitude scales. (See page 2 of Center's statement.)

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[1] Henceforth, seventh and eighth grade students refer to the Bartlett School, unless stated otherwise.

The Wisconsin instrument is intended primarily for high school students. To assist seventh and eighth grade students, the evaluator and his assistant personally administered the survey and were available to answer pupils' questions about the meaning of certain words. This was carefully done so as not to violate canons of validity.

Approximately 90% of the seventh and eighth grade pupils completed the questionnaires (N=175 in October and 184 in May). Wherever possible, special education teachers helped their students with the exercise.

Academic Performance

Each student took the Metropolitan Achievement Test in November 1986 and June 1987. Raw scores, percentiles and grade equivalent scores were obtained for the Reading Comprehension test. Unfortunately, 31% of the students (mostly absent eighth graders) missed the June follow-up. Still, a response rate of 69% is quite respectable.

Achievement in math and pupil grades can provide additional indicators of performance in 1987-88.

Additional Sources of Information

Teacher Interviews

All seventh and eighth grade teachers (N=18) were interviewed during January-April 1987. The pertinent instrument is located in Appendix II-B. One question asked about expectations for each pupil's educational attainment. Other questions were open-ended and dealt with observed changes during the school year. For example, "If you were to give a 'most improved behavior' (or 'most improved achievement') award, which students would receive that award?" Pupil classroom interest, underachievement, and social adjustment were the subjects of additional items.

The evaluator summarized the results for each item. A summary report was given to the Educational Coordinator so that she could advise the Guidance Counselor and teachers of pupil progress as well as pupil needs.

The most interesting results with respect to LAP and non-LAP students are presented later in this report.

LAP teachers were asked their opinions about the focus and effectiveness of the Program. These questions may be found in Appendix II-C. With the respondents' permission, this information was given to the Educational Coordinator so she could plan for 1987-88.

Pupil Interviews

The evaluator personally interviewed 121 students. Approximately half (N=58) of them had attended at least one LAP Saturday. The remaining half were chosen randomly from non-LAP members.

The instrument used may be found in Appendix II-A. Questions covered such topics as peer friendships, relationships with teachers, interest in school work and educational and career plans.

Student interests and concerns were noted. Verbal summaries were given to the Educational Coordinator or Guidance Counselor.

Appropriate data from selective interview questions were tallied and analyzed.

LAP Teacher Meetings

The evaluator observed and took notes at Monday planning sessions (after school) and at Saturday post-session reflections. The most important information touched upon the implementation of objectives. Strategies for encouraging positive and discouraging negative pupil behavior also were discussed.

Method of Analysis

The method of analysis is quite straightforward. There are two categories of interest: LAP and at-risk status. A student can be classified as a LAP or non-LAP graduate. Similarly he or she was at risk (based on 1985-1986 data) or not at risk.

If the program is moving toward its objectives, we can expect that LAP graduates will show more desirable outcomes than non-graduates. This will be true after we control for at-risk status. Table II-A below shows an hypothetical rank order on any desired outcome.

TABLE II-A

HYPOTHETICAL ORDER ON ANY DESIRED OUTCOME

	AT RISK STATUS	
LAP STATUS	NOT AT RISK	AT RISK
GRADUATE	1	3
NON-GRAD	2	4

The next section presents an analysis of the compositions of LAP applicants and graduates. Comparisons with the Bartlett student body are made.

III. RESULTS: CHARACTERISTICS AND PARTICIPATION OF LAP MEMBERS

Application and Participation

Seventh and eighth grade students at the Bartlett attended a LAP orientation (in September 1986) in which the Educational Coordinator discussed the goals and activities of the Program. Students were encouraged to talk to their parents about it. A follow-up PTO meeting provided pertinent information to parents.

Approximately 90 students applied to the Program. Final selection was based on the following considerations. First, all eighth graders (N=41) were accepted because this was their last year of eligibility. Second, all "at-risk" seventh grade applicants (N=9) were admitted. Finally, the remaining positions were filled through random selection procedures.

The fact that 90 boys and girls were willing to give-up their Saturdays for additional learning experiences speaks well for the attractiveness of the Program. Unfortunately, not all those admitted to LAP persisted through the schoolyear. Although nearly 50% of those admitted were "at-risk", only 35.8% of the May '87 LAP graduates represented this group. (See Table III-A for a breakdown of graduates by the at-risk category and for a comparison with the remaining school population.)

TABLE III-A

PERCENT LAP GRAD & AT RISK

	AT RISK STATUS		
LAP STATUS	NOT AT RISK	AT RISK	N
LAP GRADUATE	64.2%	35.8%	53
NON-LAP	51.0	49.0	143

Non-attendance was a concern regularly addressed by the Educational Coordinator. First, some attrition was expected due to school withdrawals, competing interests, e.g. work, and the like. With this in mind, more than 60 students were invited to participate.

Second, the Educational Coordinator and the Program Counselor constantly reminded members of upcoming Saturday sessions. Finally, applicants to the 1987-88 Program will receive a written statement restricting participation in field trips and outward bound weekends to those who regularly attend Saturday sessions at the University of Lowell.

In their interviews, LAP teachers suggested that advanced summer planning of curriculum and pedagogical strategies could strengthen the content and attractiveness of the Program. They also liked the idea of a more formal contract stipulating an attendance policy.

LAP Attendance

Sixteen LAP sessions were scheduled to follow the initial outward bound weekend. Snow and hazardous driving conditions forced cancellation of two meetings. Transportation problems limited attendance on two other Saturdays.

Data for the remaining 12 Saturdays showed that nearly 70% of the eventual graduates attended nine or more sessions. With only a few exceptions, Program dropouts either did not participate after being accepted or came for only one or two sessions.

Characteristics of LAP Graduates

Differences by sex, grade level, and ethnic/racial origin were computed for categories of LAP and "at-risk" standing. This data is presented in Tables III-B to III-D.

TABLE III-B

PERCENT BOYS BY LAP GRAD & AT RISK

	PERCENT BOYS
LAP GRAD, NOT AT RISK	61.8% (34)
NON-LAP, NOT AT RISK	49.3 (67)
LAP GRAD, AT RISK	72.2 (18)
NON-LAP, AT RISK	65.6 (61)

TABLE III-C

PERCENT GRADE 8 BY LAP GRAD & AT RISK

	PERCENT GRADE 8
LAP GRAD, NOT AT RISK	58.8% (34)
NON-LAP, NOT AT RISK	33.8 (65)
LAP GRAD, AT RISK	61.1 (18)
NON-LAP, AT RISK	53.4 (58)

TABLE III-D

ETHNIC-RACIAL ORIGIN BY LAP GRAD & AT RISK

	BLACK	HISPANIC	WHITE	ASIAN
LAP GRAD, NOT AT RISK	5.9%	29.4%	52.9%	11.7%
NON-LAP, NOT AT RISK	4.5	27.3	48.5	19.7
LAP GRAD, AT RISK	22.2	33.3	27.8	16.7
NON-LAP, AT RISK	6.6	24.6	55.7	13.1

Nearly 60% of the pupils registered at the Bartlett are boys. As seen in Table III-B, there was a higher percentage of boys among the graduates (especially "at-risk" members) compared with the non-participating school population. Perhaps, work responsibilities; e.g. babysitting, precluded female involvement. On the other hand, pupil interviews did not reveal a systematic preference of girls for babysitting instead of LAP attendance.

Table III-C reflects the strategy to give admission priority to eighth graders.

Finally in Table III-D, a comparison of LAP and at-risk shows that Program graduates (by risk category) were more likely than other students to belong to an ethnic or social minority. One exception was the 11% figure for Asians not-at-risk compared with 19.7% of their non-participating peers.

In summation, the Lowell Achievement Program recruited but did not graduate a representative percentage of Bartlett "at-risk" pupils. It had more boys, eighth graders and minorities than found among the non-participating population.

IV. RESULTS: PROGRAM OUTCOMES

Four desired outcomes of LAP participation are:

- Fewer absenses
- Fewer suspensions
- Less hostile and more favorable attitudes toward school and teachers
- Higher academic performance

Teacher reports of LAP members' classroom interest, achievement, or behavior also may indicate Program-related improvements.

School Absenteeism

Bartlett seventh and eighth grade students were absent an average of 11.5% of the 165 days from September 1986 through May 1987[1]. Figures for June had not been compiled at the time the evaluator created a computer file on all students. However, the early departure of the graduating eighth grade means that the May data nearly completes the school year.

The distribution of percent days absent showed that one-third of the student body had exceeded 11.66% or the equivalent at-risk figure of 21 of 180 days. Although this is some improvement over 1985-86, the one-third figure means that about 68 of 203 enrolled in 1986-87 exhibited "at-risk" tendencies.

How did LAP graduates do in comparison with non-graduates? Controlling for "at-risk" status (based on 1985-86 data), average percent days absent were computed. The results are found in Table IV-A.

TABLE IV-A

AVERAGE PERCENT DAYS ABSENT (1986-87)
BY LAP & AT RISK STATUS

	AT RISK STATUS	
LAP STATUS	NOT AT RISK	AT RISK
LAP GRADUATE	5.45 (33)	9.36 (18)
NON-GRADUATE	8.97 (69)	15.61 (65)

[1]The median value was 7.88%. The skewness of the distribution is not surprising given the excessive number of absences of a few students. Seventeen students missed 30% of school days and six were absent 50% of the time. Statistical analysis of variance is robust and can withstand this type of skewness.

LAP graduates clearly had a lower absentee rate than non-graduates[1]. Particularly encouraging, the "at-risk" members missed school nearly half as often as similarly classified non-graduates. Returning to the previously-mentioned at-risk cutoff figure of 11.66%, the data shows that LAP graduates classified in 1986 as being "at-risk" had an average absentee rate of 9.36% in 1986-87.[2] This demonstrates a movement away from being at-risk of dropping out.

Individual background characteristics such as sex, family composition, and ethnic-racial origins were considered in this and subsequent analyses. Table IV-B reveals that White pupils had the highest rate of absenteeism (i.e., an average of 12.8%) and Asians, the lowest (i.e., an average of 3.35%) at the Bartlett. This finding contradicts most dropout research showing the highest rates among Hispanics and Blacks. Further investigation of reasons for such a finding seem warranted.

TABLE IV-B

AVERAGE PERCENT DAYS ABSENT (1986-87)
BY RACIAL-ETHNIC ORIGIN

RACIAL-ETHNIC ORIGIN	PERCENTAGE DAYS ABSENT
BLACK OR HISPANIC	10.08 (61)
WHITE	12.78 (98)
ASIAN	3.35 (31)

Since ethnic-racial origins are associated with statistically-significant results (i.e., at .01 level) and since LAP has a disproportionate number of minorities, we must control for ethnic and racial differences in properly assessing the independent effects of the Program. This analysis may be found in Table IV-C.

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[1]Unless otherwise mentioned, differences in mean scores (i.e., F values) are significant at the .05 level (sometimes as in Table IV-A at the .01 level). Whenever this does not occur, it is mentioned in the text.

[2]As previously noted age, in addition to prior year attendance, was used to classify individuals as "at-risk" or "not-at-risk" at September 1, 1986.

TABLE IV-C

AVERAGE PERCENT DAYS ABSENT (1986-87) BY
LAP & AT RISK, ADJUSTING FOR RACIAL-ETHNIC ORIGIN

LAP STATUS	AT RISK STATUS	
	NOT AT RISK	AT RISK
LAP GRADUATE	5.23 (32)	9.82 (18)
NON-GRADUATE	7.63 (64)	13.47 (58)

It shows that the previously observed differences in school attendance continue. LAP graduates, particularly those at-risk, are less likely to miss school than non-graduates.

The final test of Program impact on school absenteeism directly compares prior year data with the latest figures. In general, one may argue that student attendance reflects historical trends. Some educators claim that pupil tendencies to miss school develop as early as grade three.

If we first consider the 1985-86 data, we cannot also use the at-risk classification which was based on such attendance (and age). However, we can adjust for prior attendance in considering LAP effects.

TABLE IV-D

AVERAGE PERCENT DAYS ABSENT (1986-87) BY LAP STATUS, ADJUSTING FOR
RACIAL-ETHNIC ORIGIN AND PERCENT ABSENT 1985-86

LAP STATUS	PERCENTAGE DAYS ABSENT
LAP GRADUATE	8.57 (45)
NON-LAP	10.02 (108)

Table IV-D shows the results of this adjustment as well as consideration of ethnic-race effects. Again, LAP graduates attain a desired outcome. They averaged a lower rate of absences, i.e., 8.57% compared with non-graduates 10.02%

The observed difference in Table IV-D does not yet meet the requirement of statistical significance. One year of the Program probably cannot overcome historical tendencies. Still, some students must be benefiting, as the direction of the results in Table IV-D demonstrate.[1]

Suspensions

Very few out-of-house suspensions occured during 1986-87, so we cannot assess the impact of LAP here.

With respect to in-house suspensions, 51 of 196 students received at least one. If we compare these students with the boys and girls having none, the Program does not have any measureable effect. In other words, Lowell Achievement Program members are just as likely to be suspended as non-graduates.

On the other hand, consistent with previous research, "at-risk" students have a disproportionate share (i.e., average of 1.17 compared to .53) of such behavioral reprimands. Future year-to-year comparisons may be more definitive about the programs impact.[2]

Pupil Attitudes

Program graduates did not show more favorable attitudes than non-graduates. This conclusion could be drawn from observations obtained on the Wisconsin Youth Survey Scales.

Generally speaking, there was little change in attitudes between October 1986 and May 1987. However, one scale did reveal an increase in perceptions of negative teacher behavior toward pupils. There was more respondent agreement with statements such as, "Teachers often try to make students like me feel stupid in class" and "Teachers often embarass students like me in front of the class".

The average change on this scale, after adjusting for starting position in October 1986, was .31. Table IV-E provides a breakdown by LAP and at-risk categories. Interestingly enough, LAP "at-risk" graduates showed the greatest movement toward perceptions of negative teacher behavior. The reasons for this finding need to be probed. Perhaps these students have found a real sense of caring (on Saturdays) which they recognize as being missing during regular school days.

My interviews with pupils did not produce a parallel result. When asked if they had been embarassed by a teacher, only 31 or 26% of 121 pupils said "yes".

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[1]Note: this analysis was based on data available for 153 students. Some students did not attend Bartlett in 1985-86 and are excluded here. A larger sample or more complete data might have produced a statistically significant measure of difference in average rates of absences.

[2]Comparable data for 1985-86 were unavailable.

TABLE IV-E

STUDENT CHANGE IN PERCEPTIONS OF NEGATIVE TEACHER BEHAVIOR BY LAP AND AT-RISK STATUS STATUS

LAP STATUS	AT-RISK STATUS NOT AT RISK	AT RISK
LAP	.14 (32)	.62 (17)
NON-LAP	.48 (57)	.10 (48)

Metropolitan Reading Achievement Test (MAT)

Students taking the November 1986 Metropolitan Reading Achievement Test (N=145) scored, on average, in the 36th percentile (median = 30th). The June 1987 test provided a figure of 34th percentile (median = 28th) for 136 pupils. These relatively low averages did not include special education students who did not complete the test.

Since percentiles are based on national norms for each grade, the results suggest that reading comprehension appears quite low among Bartlett students.

Despite overall school performance, Table IV-F shows that the average LAP graduate (not-at-risk) reached the 49th percentile. This was about sixteen points higher than the 33.51 of non-graduates.

TABLE IV-F

AVERAGE 1987 METROPOLITAN (READING) ACHIEVEMENT TEST SCORES (PERCENTILES) BY LAP & AT RISK STATUS

LAP STATUS	AT RISK STATUS NOT AT RISK	AT RISK
LAP GRADUATE	49.17 (24)	28.11 (9)
NON-GRADUATE	33.51 (53)	27.65 (40)

On the other hand, the Program appeared to have little benefit for "at-risk" students who performed at the 28th percentile.

Significant differences by ethnic/racial origins did not appear on the MAT.

An analysis of June 1987 data compared with that of November 1986, shown in Table IV-G, was handicapped by limited responses (N=111).

TABLE IV-G

AVERAGE 1987 METROPOLITAN (READING) ACHIEVEMENT TEST SCORES (PERCENTILES) BY LAP & AT RISK STATUS, ADJUSTING FOR 1986 SCORES

	AT RISK STATUS	
LAP STATUS	NOT AT RISK	AT RISK
LAP GRADUATE	36.41 (24)	39.72 (8)
NON-GRADUATE	34.81 (47)	34.64 (32)

The in and out migration of students and the absence of many 1987 eighth graders took its toll. Consequently, Table IV-G represents an early finding of small differences between LAP and non-LAP graduates. Significant results may occur in the second year of the Program.

Other Findings

Teacher and pupil interviews provided important information for analysing previously discussed outcomes. Here, we will focus on specific results relevant to the Program.

Teacher Interviews

Bartlett seventh and eighth grade teachers were asked: "If you were to give a 'most-improved behavior' award, which student(s) would receive that award?" Two significant points should be made about this question. First, as I stressed to respondents, they should think in terms of improvements. Second, they were free to nominate as many individuals as they wished.

As presented in Table IV-J, approximately 60% of the LAP graduates received at least one citation for improved behavior.

TABLE IV-J

TEACHER CITATIONS FOR MOST IMPROVED BEHAVIOR
BY LAP & AT RISK STATUS

LAP STATUS	AT RISK STATUS: NOT AT RISK	AT RISK
LAP GRADUATE	57.6% (33)	61.1% (18)
NON-GRADUATE	20.0 (69)	38.5 (65)

This compares with non-graduate figures of 20% (not at risk) and 38.5% (at risk). These results suggest that the Lowell Achievement Program was successful in helping its members act properly in regular school settings.

Other questions did not produce significant differences in 1986-87. This means that Bartlett teachers were being accurate when (at the conclusion of the interviews), they said they did not show preference toward LAP participants.[1] In a sense then, the non-finding on other items strengthens the validity of observations on improved pupil behavior.

Pupil Interviews

Both LAP and non-LAP pupils were interviewed. Two questions dealt with pupil activities after school. Research has shown that future dropouts have little association with team sports or organized clubs and activities.

Fifty-two percent of the LAP graduates compared to 38% of non-graduates played on an athletic team. Similarly, 46% of Program members compared to 28% of other students belonged to a social club or organization. This augurs well for their social growth and maturity.

Another impediment to persistence in school is excessive time working for pay instead of completing homework. Ten or more hours per week in outside work may interfere with school work.

Interview data showed that 14% of the 121 respondents held a job requiring twelve or more hours per week. This figure includes four students who were employed for 30 to 39 hours per week. LAP graduates did not distinguish themselves on this item.

---

[1]With the exception of two Bartlett-LAP teachers, most respondents did not know which junior high students belonged to the Program.

Finally, pupil aspirations to finish high school were evident. Ninety-three percent of those interviewed said they planned to graduate. If the Lowell Achievement Program is successful, many of these students will fulfill such aspirations.

V. CONCLUSIONS AND IMPLICATIONS

Approximately 90 seventh and eighth grade students, attending the Bartlett School, wanted to participate in the Lowell Achievement Program. The Program could accomodate 60 of them.

Although half of those admitted were classified as being "at-risk" of dropping out, only 36% of the LAP graduates were "at-risk." It should not be surprising that some students, with poor school attendance records, would ultimately withdraw from a voluntary Saturday program. Actually, the fact that 53 students, including so many "at risk" individuals, continually participated from October 1986 to May 1987 speaks well for the Program.

Generally, attendance was good. Snow or transportation difficulties did reduce the turnout on four days. However, 70% of the graduates were present on at least nine of the other twelve Saturdays.

There was a higher percentage of boys among graduates of the Program compared with non-participants. Reasons for this are unclear and should be investigated further. Perhaps the Educational Coordinator and Program Counselor can recruit more girls in 1987-88.

LAP graduates were more likely than other Bartlett students to belong to an ethnic or racial minority. The cultural diversity of the membership contributed to the social growth of these boys and girls.

Lower school absenteeism, fewer suspensions, more positive attitudes toward school, and improved academic performance are desirable outcomes of LAP. The first year of the Program produced some measurable success.

LAP students, especially those "at-risk", had lower rates of absence than their non-participating classmates during 1986-87. Hopefully, this trend will be even more significant in 1987-88.

The Evaluator did not find measurable differences in suspensions. However, he did not have the data to measure change from 1985-86. The results of the second year of LAP will be clearer with respect to suspensions.

Student attitudes toward school did not show measurable improvement after one year of the Program. It is quite possible that the benefits of personal attention from teachers and tutors in the small-group setting of the Saturday sessions were not

generalized to school in general. In fact, the Program may produce pupil dissatisfaction with their usual school experiences.

Preliminary results on reading comprehension show an enriching effect of the Program for "non-at-risk" members. At the same time, average test scores in the 30 to 40 percentile range leave considerable room for improvement. This point needs to be addressed during the second year of the Program.

In summation, this report found some evidence of Program success and several indications of considerable promise for futher success. More Program development and outreach by LAP teachers and counselors will benefit all boys and girls especially those in need, the potential dropouts.

REFERENCES

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LOWELL ACHIEVEMENT PROGRAM

SCHEDULE OF TIMES AND DATES

SEPTEMBER 10	STUDENT RECRUITMENT
SEPTEMBER 11	PARENT ORIENTATION
SEPTEMBER 29	TEACHER ORIENTATION
OCTOBER 10	SARGENT CAMP OUTRWARD BOUND

SATURDAY CLASSES 9:00 AM - 1:30 PM

OCTOBER 18	CLASSES BEGIN
NOVEMBER 1	
NOVEMBER 15	
DECEMBER 6	
DECEMBER 20	CHRISTMAS FIELD TRIP
JANUARY 3	
JANUARY 17	
JANUARY 31	
FEBRUARY 7	SARGENT CAMP SKI WEEKEND
FEBRUARY 28	
MARCH 14	
MARCH 28	
APRIL 11	CULTURAL DAY
APRIL 25	
MAY 9	LAST DAY OF CLASSES
MAY 29	EVENING AWARDS CEREMONY
MAY 30	FINAL FIELD TRIP

SW: 9/86

APPENDIX IIA

WISCONSIN NATIONAL CENTER STATEMENT

AND

SURVEY INSTRUMENT

National Center on Effective Secondary Schools
School of Education / University of Wisconsin-Madison / 1025 West Johnson Street, Madison, Wisconsin 53706 / (608) 263-7575

Overview of the Wisconsin Youth Survey

The Wisconsin Youth Survey was developed at the University of Wisconsin-Madison as means of assessing the impact of various interventions designed for at-risk student populations. The Wisconsin Youth Survey gathers data on selected attitudes and orientations thought to be important in at-risk students' decisions to drop out of school. Academic achievement for students enrolled in programs for at-risk students is assessed separately.

The Wisconsin Youth Survey, developed by Wehlage, Stone and Rutter, has been used in selected programs in the State of Wisconsin for about four years with considerable success. The instrument has been shown to be effective in identifying changes in student attitudes and orientations attributable to program interventions of relatively short duration (up to one year). Furthermore, the instrument appears to be able to discriminate among program emphases (e.g., the data show little or no increase in sociocentric reasoning among students in programs where there is no explicit focus on sociocentric reasoning as compared to students in programs where the development of sociocentric reasoning is a major focus). For more information on this, see Wehlage and Rutter (1986).

The Wisconsin Youth Survey is administered in a pre/post test design. The instrument can be administered by classroom teachers without extensive training. The instrument can be completed by most students in about 40 minutes. To assist later data analysis, students are asked to record their answers on scantron sheets. All testing instruments and scantron sheets will be provided by the National Center on Effective Secondary Schools at the University of Wisconsin-Madison. All data analysis will be done at the National Center.

The present version of the Wisconsin Youth Survey is the result of extensive revision and subsequent pilot-testing with about 270 sophomore students in three midwestern high schools (50% minority, primarily black) who represent a full range of abilities and socioeconomic conditions. The following provides information about the various scales and other information requested in the survey, including scale items and reliabilities where appropriate.

Demographics	
Age	1
Sex	2
Ethnic Group	3
Expectations for Future Schooling	4
SES	5,6,7,8,9
Scales and Reliabilities	
Sociocentric Reasoning (.68)	10,11,12,13,14,15,16,17,18
Social Bonding To Peers (.72)	19,20,21,22,23,24,61
Social Bonding To Schools (.76)	25,27,28,29,30,50,76,78,79
Social Bonding To Teachers (.76)	31,33,36.37,38,39,40,41,51
Academic Self-Concept (.64)	32,40,51,60
Negative Teacher Behavior (.76)	34,35
Perception of Opportunity (.69)	26,30,48,53,54,57,58,63,64, 65,66,80
Conventional Roles (.69)	42,43,44,45,46,47,77
Locus of Control (.75)	49,52,55,56,59,62,69,72,73,74
Self Esteem (.70)	67,70,71,75

Any additional questions you have may be directed to Dr. Gary Wehlage at The National Center on Effective Secondary Schools.

(May 1987)

CENTER FOR FIELD SERVICES AND STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF LOWELL

L.A.P. SURVEY, DIRECTED BY DR. WILLIAM PHELAN

All 7th and 8th graders in this school are invited to complete this survey. It asks you for some information about yourself and about your feelings toward school. Your individual responses will not be shown to or discussed with your teachers, principals, or parents.

Please read each question carefully. If you do not understand a question, raise your hand and someone will help you. For each question, find the answer that best describes you or your feelings. Go to the answer sheet and black out the number which matches the number next to your chosen answer on the survey.

An example is given below.

EXAMPLE

5. What day is today?

(1) Monday
(2) Tuesday
(3) Wednesday
(4) Thursday
(5) Friday

If today is Wednesday you will answer (3) by going to the answer sheet and filling in the space for 3 next to question number 5.

PLEASE DO NOT MAKE ANY MARKS ON THIS SURVEY FORM.

I. First, we would like some information about you.

1. How old are you?

(1) 11

(2) 12

(3) 13

(4) 14

(5) 15

(6) 16 or older

PLEASE GO TO THE NEXT PAGE

2. What is your sex?

   (1) Male

   (2) Female

3. To what ethnic group do you belong?

   (1) Black

   (2) Hispanic

   (3) White

   (4) American Indian

   (5) Asian

4. How far would you like to go in school?

   (1) Eighth grade

   (2) Some high school but not graduate

   (3) High school graduation only

   (4) Vocational, trade, or business school after high school

   (5) Technical training in the military

   (6) Some college

   (7) Finish college (four or five-year degree)

   (8) A Master's degree, a Doctor's degree or other advanced professional degree after college

5. Whom do you live with?

   (1) Father and Mother

   (2) Mother only

   (3) Father only

   (4) Another relative or guardian

   (5) Other

PLEASE GO TO THE NEXT PAGE

6. Please indicate your father's occupation by selecting the category which comes closest to describing your father's (stepfather or male guardian's) present job. If he is retired please provide information about his last full-time job.

(1) DECEASED

(2) UNEMPLOYED

(3) LABORER such as construction worker, car washer, farm laborer, beautician, waiter/waitress, janitor, receptionist, store clerk, secretary, mail carrier, assembly line worker, bus or truck driver.

(4) CRAFTSMAN, TECHNICAL or MANAGERIAL such as carpenter, baker, mechanic, police & fire, dental technician, sales manager, buyer, restaurant manager, real estate sales, insurance sales, small business owner, government worker, pilot

(5) PROFESSIONAL such as engineer, registered nurse, teacher, dentist, doctor, lawyer, scientist, social worker, clergy, professor

7. Father's Education

(0) Don't know

(1) Less than high school graduation

(2) High school graduation only

Vocational, trade or business school after high school:

(3) Less than two years

(4) Two years or more

College program:

(5) Less than two years of college

(6) Two or more years of college (including two-year degree)

(7) Finished college (four- or five-year degree)

(8) Master's degree, Ph.D., M.D., or other advanced professional degree

PLEASE GO TO THE NEXT PAGE

8. Please indicate your mother's occupation by selecting the category which comes closest to describing your mother's (stepmother or female guardians) present job. If she is retired please provide information about her last full-time job.

(1) DECEASED

(2) HOMEMAKER or HOUSEWIFE

(3) LABORER, SERVICE or CLERICAL WORKER such as construction worker, car washer, farm laborer, beautician, waiter/waitress, janitor, receptionist, store clerk, secretary, mail carrier, assembly line worker, bus or truck driver

(4) CRAFTSPERSON, TECHNICAL or MANAGERIAL such as carpenter, baker, mechanic, police & fire, dental technician, sales manager, buyer, restaurant manager, real estate sales, insurance sales, small business owner, government worker, pilot

(5) PROFESSIONAL such as engineer, registered nurse, teacher, dentist, doctor, lawyer, scientist, social worker, clergy, professor

9. Mother's Education

(0) Don't Know

(1) Less than high school graduation

(2) High school graduation only

Vocational, trade, or business school after high school:

(3) Less than two years

(4) Two years or more

College Program:

(5) Less than two years of college

(6) Two or more years of college (including two-year degree)

(7) Finished college (four- or five-year degree)

(8) Master's degree, Ph.D., M.D., or other advanced professional degree

PLEASE GO TO THE NEXT PAGE

II. We are interested in your opinions about school and your friends; there are no right or wrong answers. Please indicate whether you STRONGLY DISAGREE, DISAGREE, AGREE or STRONGLY AGREE by choosing the appropriate response. When you have chosen the appropriate response, as before, black out the one number on your answer sheet which best represents your opinion. If you have any questions or don't understand a word, please ask someone in charge.

		Strongly Disagree	Disagree	Agree	Strongly Agree
10.	I am concerned about building a good reputation for the school.	1	2	3	4
11.	I don't consider what adults think of me to be very important.	1	2	3	4
12.	I try to make sure that classroom activities are good experiences for everyone involved.	1	2	3	4
13.	I think a lot about how the things I do affect other people.	1	2	3	4
14.	I don't go out of my way to help someone, if there is nothing in it for me.	1	2	3	4
15.	I think it's OK to break rules as long as I can get away with it.	1	2	3	4
16.	I almost always let others know when I can't keep an appointment or be on time.	1	2	3	4
17.	I don't feel bound to carry out tasks at school or work if I can get out of doing them.	1	2	3	4
18.	I feel bad when I let people down at school or work.	1	2	3	4
19.	Students usually get along well with each other in this school.	1	2	3	4

PLEASE GO TO THE NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
20.	Making friends is very difficult in this school.	1	2	3	4
21.	I am in the wrong group to feel part of this school.	1	2	3	4
22.	A student can be himself/herself and still be accepted by other students in this school.	1	2	3	4
23.	I have a lot of good friends in this school.	1	2	3	4
24.	My best friends would stick by me if I got into really bad trouble.	1	2	3	4
25.	I feel satisfied with school because I'm learning a lot.	1	2	3	4
26.	I think this school is a real chance for me; it can make a real difference in my life.	1	2	3	4
27.	Even if I could get a very good job at present, I'd still choose to stay in school.	1	2	3	4
28.	I have put a great deal of effort into most things at school because they are important to me.	1	2	3	4
29.	Most of my classes are boring.	1	2	3	4
30.	I believe that what I'm learning in school will help me to be successful.	1	2	3	4
31.	I feel my teachers care about me.	1	2	3	4
32.	I feel that I am successful at school.	1	2	3	4

PLEASE GO TO THE NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
33.	Teachers are understanding, helpful and friendly to students like me.	1	2	3	4
34.	Teachers often try to make students like me feel stupid in class.	1	2	3	4
35.	Teachers often embarrass students like me in front of the class.	1	2	3	4
36.	Teachers frequently are available to students like me for individual conferences or just to talk.	1	2	3	4
37.	My teachers often get to know me well.	1	2	3	4
38.	There is a teacher I could go to if I got into really bad trouble.	1	2	3	4
39.	Most teachers like me and the group of friends I go with.	1	2	3	4
40.	Most of my teachers don't really expect very good work from me.	1	2	3	4
41.	I care what most of my teachers think of me.	1	2	3	4
42.	Being polite to people just doesn't get you anywhere.	1	2	3	4
43.	When you are working for someone, you should always try to do the best job you can.	1	2	3	4
44.	Being a good parent is one of the most important things an adult can do.	1	2	3	4
45.	In today's world, you have to break some laws if you want to get ahead.	1	2	3	4

PLEASE GO TO THE NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
46.	Honesty is the best policy; this idea is true today and will be true tomorrow.	1	2	3	4
47.	The idea that you should treat other people the way you would like to be treated by them no longer makes sense in today's world.	1	2	3	4
48.	Most other people seem to have a better chance for success than I do.	1	2	3	4
49.	Bad things seem to happen more to me than to other people.	1	2	3	4
50.	I always seem to be left out of important school activities.	1	2	3	4
51.	Some teachers would choose me as one of their favorite students.	1	2	3	4
52.	Right now I don't seem to be getting anywhere in life.	1	2	3	4
53.	I'm quite certain that I'll be successful as an adult.	1	2	3	4
54.	Lately I find myself thinking that as an adult I'll have to settle for less than I once thought.	1	2	3	4
55.	If I really put effort into something, I can usually get what I want.	1	2	3	4
56.	Sometimes I feel that I don't have enough control over the direction my life is taking.	1	2	3	4
57.	Teachers and other adults do not seem to realize that I'm good at doing certain things.	1	2	3	4

PLEASE GO TO THE NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
58.	I don't see much point in trying to change things because a few make all the important decisions.	1	2	3	4
59.	The future takes care of itself; it's not worth making a lot of plans.	1	2	3	4
60.	Most of the teachers I've had would say that I'm a good student.	1	2	3	4
61.	Most people at school would like to include me in their activities.	1	2	3	4
62.	I have a bad reputation in school.	1	2	3	4
63.	Some people are singled out for special treatment in this school and they get all the breaks.	1	2	3	4
64.	Everyone stands about an equal chance in life; it all depends on how hard you try.	1	2	3	4
65.	It's who you know rather than what you know that allows you to get ahead in life.	1	2	3	4
66.	Being poor hurts a person's chances in this school.	1	2	3	4
67.	I take a positive attitude toward myself.	1	2	3	4
68.	A person can't do much about the reputation they have.	1	2	3	4
69.	Good luck is more important than hard work for success.	1	2	3	4
70.	I feel I am a person of worth; on an equal plane with others.	1	2	3	4

PLEASE GO TO THE NEXT PAGE

		Strongly Disagree	Disagree	Agree	Strongly Agree
71.	I am able to do things as as well as most other people.	1	2	3	4
72.	Every time I try to get ahead, something or somebody stops me.	1	2	3	4
73.	Planning only makes a person unhappy, since plans hardly ever work out anyway.	1	2	3	4
74.	People who accept their condition in life are happier than those who try to change things.	1	2	3	4
75.	On the whole, I am satisfied with myself.	1	2	3	4
76.	Success in life does not have much to do with the things studied in school.	1	2	3	4
77.	Skipping school is OK as long as you don't flunk any courses.	1	2	3	4
78.	The best way to get through most days at school is to goof off with my friends.	1	2	3	4
79.	I'm losing interest in school because my teachers keep going over the same old thing.	1	2	3	4
80.	If I can do well in school I'll do well later in life.	1	2	3	4

PLEASE GO TO THE NEXT PAGE.

81. How many different schools have you attended in the last three years?

(1) One

(2) Two

(3) 3 - 5

(4) 6 or more

82. How many hours do you work outside of school for pay?

(1) Zero

(2) 1 - 5 hours

(3) 6 - 15 hours

(4) 16 - 25 hours

(5) 26 or more hours

83. Have you ever been suspended from school? If yes, how many times?

(1) No suspensions

(2) One suspension

(3) 2 - 3 suspensions

(4) 4 or more suspensions

APPENDIX IIB: TEACHER INTERVIEW INSTRUMENT

CENTER FOR FIELD SERVICES AND STUDIES
College of Education
University of Lowell
Teacher Interviews

Respondent _____ Date _____

Directions: Please answer the questions I will ask. Your responses will be treated as confidential.

1. Please look over this list of pupils' names. Next to each name please indicate your expectations for the student's future education. If you are uncertain, give your best estimate. Specifically, do you expect him/her to:

DROP-BHS	(a)	drop out of school before attending high school
DROP-DHS	(b)	attend a high school, but drop out before high school graduation
HS GRAD	(c)	graduate from high school, but not attend college or post high school vocational training
ATTEND POST	(d)	attend a one or two year post secondary education program, e.g. junior college, but not go to a 4 year college or university
ATTEND COL	(e)	attend a four year college or university
OTHER	(f)	other - please specify

FOR QUESTIONS 2 THRU 7, PLEASE REFER TO THE LISTS OF PUPILS WHICH I WILL NOW GIVE YOU.

2. If you were to give a "most improved behavior" award, which student(s) would receive that award?

_____

_____

_____

_____

_____

3. If you were to give a "most improved achievement" award, which student(s) would receive that award?

4. Which student(s), if any, seem to have a great deal of difficulty "paying attention" in class?

5. Which student(s) seem most interested in your class?

6. Which students, if any, seem to be underachievers; that is performing below their potential in your class?

7. Which students, if any, seem to have problems adjusting socially to peers, teachers, or to other adults?

APPENDIX IIC:
QUESTIONS FOR LAP TEACHERS

101. Should the Lowell Achievement Program focus on academic achievement?

_____ Definitely yes* _____ Somewhat yes*

_____ Somewhat no _____ No

_____ Uncertain (probe)

*Probe: How should the program do this?

102. Should the Lowell Achievement Program focus on pupil motivation and attitudes toward school?

_____ Definitely, yes* _____ Somewhat, yes*

_____ Somewhat, no _____ No

_____ Uncertain (probe)

Probe: How should the program do this?

103. What else should LAP do to be an effective program?

APPENDIX IID: PUPIL INTERVIEW INSTRUMENT

CENTER FOR FIELD SERVICES AND STUDIES
College of Education
University of Lowell
Pupil Interview

_____ _____
Pupil name and grade Date

PUPIL INTERVIEWS: Please answer the questions I will ask you. Your answers will not be shown to any teacher, principal, or parent.

1. Do you have any really close friends here in school?

_____ Yes* _____ No

*Who are they?

2. Do you play in any team sports?

_____ Yes* _____ No

*Which sports?

3. Do you belong to any clubs or organizations?

_____ Yes* _____ No

*If yes, which ones?

4. Do you work for money after school or on weekends?

_____ Yes* _____ No

If yes, about how many hours per week do you work?

5. If you get into really bad trouble is there a teacher you could go to?

_____ Yes* _____ No

6. Do you think any of your teachers really care about you?

_____ Yes* _____ No

PROBE: *If yes, how do they care?
*If no, why do you think they don't care?

7. During the last four months, were you ever embarassed by a teacher?

_____ Yes* _____ No

*PROBE: Describe the situation.

8. During the last four months, did any teacher praise you for the work you did in school?

_____ Yes* _____ No

*If yes, what did the teacher say?

9 In general, how often do teachers praise you for doing your homework, answering questions in class, or doing well on a test?

_____ frequently? _____ sometimes?

_____ rarely? _____ never?

10. If you could describe the most wonderful teacher, what would he or she be like?

11. Are there any subject(s) you find really interesting?

_____ Yes* _____ No*

*If yes, what are the subject(s) and what did you find interesting?

*If no, why are they not interesting?

12. Are there any subjects you find really boring?

_____ Yes* _____ No

*If yes, what are the subjects and why do you find them boring?

13. What would you like to be when you become an adult?

14. Have you ever talked with your parents or stepparents about your future?

_____ Yes* _____ No

*If yes, what did you talk about?

15. Do you think you'll go to a high school and graduate with a diploma?

_____ Yes _____ No*

If no, how far will you go in school?
_____ grade.

16. Do your parents or stepparents expect you to go to school, if you're not sick?

_____ Yes _____ No*

*If no, please explain.

17. When you are feeling okay, have your parents ever allowed you to be absent from school?

_____Yes* _____No

*When did it happen?

18. When you reach 16 years of age, do your parent(s) want you to go to work full-time or to go to school?

_____ go to work

_____ go to school

_____ other (specify _____)

19. Do your parents frequently? occasionally? or never read over your homework papers?

_____ frequently _____ occasionally

_____ never